

REVIEW RUBRIC

COMPREHENSIVE SCHOOL/DISTRICT IMPROVEMENT PLANS

SCHOOL _____ **DISTRICT** _____

Executive Summary (contains summary of the planning process, mission statement, and communication plan)

- When, how, and who developed the mission statement?
- Who was involved in the development of the school improvement plan?
- Describe each step of the needs assessment process and how priority needs, causes, and objectives were determined.
- When and how were achievement gap targets set, and how was the timeline for closing those gaps decided upon?
- When was the public meeting held to present the plan to the community, and who attended?
- How and when will the plan be evaluated?
- How will professional development activities be evaluated?

Comments:

MAJOR PLAN CHARACTERISTICS					
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1.	YES	MINIMAL REVISIONS SUGGESTED	IMPROVEMENT SUGGESTED	STATUTE/ STANDARD & INDICATOR	COMMENTS
The district policy on planning was followed.				<ul style="list-style-type: none"> • KRS 160.345(3) (c) 	
The council has adopted a mission/vision statement and belief/goal statements that guide their work.				<ul style="list-style-type: none"> • SISI 9.1a & 9.5d 	
The plan maintains a focus on student achievement.				<ul style="list-style-type: none"> • KRS 160.345(2) (j) • NCLB Title I Part A: 20 USC 6314(b)(1)(B) • SISI 1.1c, 1.1g, 2.1d, 2.1e, 2.1f, 3.1a, 3.1h, & 7.1d 	
There is evidence that the plan supports identified school needs and initiatives.				<ul style="list-style-type: none"> • SISI 9.3c 	
All committees working on this plan had reasonable representation of the ethnic diversity of the school community and continually encouraged minority participation.				<ul style="list-style-type: none"> • KRS 156.500 • SISI 5.1a 	
All committees working on this plan facilitated the involvement of parents, classified staff, and other interested parties.				<ul style="list-style-type: none"> • KRS 160.345 (2)(c)(2) • SISI 2.1d & 5.1a 	
The principal convened a public meeting at the school to present and discuss the plan.				<ul style="list-style-type: none"> • KRS 158.649(6) 	

NEEDS ASSESSMENT

2.	YES	MINIMAL REVISIONS SUGGESTED	IMPROVEMENT SUGGESTED	STATUTE/ STANDARD & INDICATOR	COMMENTS
A comprehensive needs assessment process was used.				<ul style="list-style-type: none"> • KRS 160.345(2)(j) • 704 KAR 3:035(1)(1)& (3)(3) • 704 KAR 3:455(13)(1) • NCLB Title I Part A, 20 USC 6314(b)(1)(A) • SISI 3.1g, 4.1a, 9.2a & 9.2b 	
The school council reviewed the most recent year's CATS data on student performance, including data disaggregated by race, gender, disability, and participation in the federal free and reduced lunch program.				<ul style="list-style-type: none"> • KRS 160.345(2)(j) • KRS 158.649 • NCLB Title I Part A, 20 USC 6314(b)(1)(A) • SISI 3.1g & 9.2a 	
Needs assessment included a variety of data sources, including previous plans.				<ul style="list-style-type: none"> • SISI 3.1b, 3.1g, 4.1a, 9.2a, 9.4a, & 9.3b 	
The needs assessment process involved all stakeholder groups (e.g. parents, faculty, staff).				<ul style="list-style-type: none"> • KRS 160.345(2)(j) • KRS 158.649(5) • 704 KAR 3:440(5)(3) • 704 KAR 3:035(3)(2) • SISI 9.4a 	

Priority needs were identified based on the needs assessment process.				<ul style="list-style-type: none"> SISI 2.1d, 3.1b, 3.1e, 3.1g, 4.1a, 9.4a, 9.2b & 9.3b 	
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ACTION COMPONENTS

3.	YES	MINIMAL REVISIONS SUGGESTED	IMPROVEMENT SUGGESTED	STATUTE/ STANDARD & INDICATOR	COMMENTS
The goals of the plan are derived from the needs assessment.				<ul style="list-style-type: none"> SISI 3.1b, 3.1g, & 9.2b 	
Learning goals reflect the school's/district's mission and are manageable.				<ul style="list-style-type: none"> SISI 3.1b, 9.3c, 9.4b, & 9.5d 	
The plan contains specific indicators of impact on teaching and learning consistent with identified needs.				<ul style="list-style-type: none"> SISI 1.1c, 1.1g, 3.1a, 3.1e, 4.1h, 4.1k, & 9.4b 	
The plan supports identified long-term professional growth needs of the staff, including instructional and leadership growth.				<ul style="list-style-type: none"> 704 KAR 3:035 SISI 6.1b, 6.1c, 6.1d, 6.1e, 6.1f, 7.1c, & 9.3a 	
The plan supports student achievement by integrating resources from multiple sources to improve teaching and learning.				<ul style="list-style-type: none"> SISI 1.1c, 1.1g, 3.1a, 3.1e, 4.1h, 4.1k, 9.3a, 9.4b, & 9.5a 	

The school improvement planning team used the latest educational research that has implications for student learning to develop plan goals, objectives and strategies.				<ul style="list-style-type: none"> SISI 3.1 a, 3.1e, 4.1h, 9.3a, & 9.5a 	
The plan is coherent: sequence, timelines, and responsibilities are clear.				<ul style="list-style-type: none"> SISI 9.5a & 9.5b 	

RESOURCES

4.	YES	MINIMAL REVISIONS SUGGESTED	IMPROVEMENT SUGGESTED	STATUTE/ STANDARD & INDICATOR	COMMENTS
The plan reflects resources needed to implement strategies.				<ul style="list-style-type: none"> SISI 3.1f, 5.1c, 6.2b, 7.1g, 8.1a, 8.2a, 8.2b, 8.2c, & 9.5b 	
Targeted use of funds is incorporated for NCLB and closing achievement gaps.				<ul style="list-style-type: none"> SISI 6.2e, 7.1g, 8.1a, 8.2a, 8.2b, & 8.2c 	
Professional development resources are targeted per state law and regulation.				<ul style="list-style-type: none"> KRS 160.345(3) (d) KRS 160.345 (8) NCLB Title IX Part A, 20 USC 1001(4) KRS 156.095 SISI 6.1a, 6.1b, 6.1c, 6.1d, 6.1e, 6.1f, & 8.2d 	
School council professional development resources from the March 1 allocation are used in accordance with school needs assessment and high quality PD standards.				<ul style="list-style-type: none"> KRS 160.345(3) (d) KRS 160.345 (8) NCLB Title IX Part A, 20 USC 1001(4) KRS 156.095 SISI 6.1a, 6.1b, 6.1c, 6.1d, 6.1e, 6.1f, & 8.2d 	

EVALUATION

5.	YES	MINIMAL REVISIONS SUGGESTED	IMPROVEMENT SUGGESTED	STATUTE/ STANDARD & INDICATOR	COMMENTS
Goals and objectives are measurable.				<ul style="list-style-type: none"> SISI 9.3c & 9.4b 	
Expected impact of strategies and activities (on teaching and learning) is included.				<ul style="list-style-type: none"> SISI 9.3c 	
A method is established to review implementation				<ul style="list-style-type: none"> SISI 9.3c, 9.6b, & 9.6 c 	
A method is in place to use the results of evaluation for future plans.				<ul style="list-style-type: none"> SISI 9.3c, 9.5c, & 9.6d 	

KRS 158.649 & NO CHILD LEFT BEHIND

6.	YES	MINIMAL REVISIONS SUGGESTED	IMPROVEMENT SUGGESTED	STATUTE/ STANDARD & INDICATOR	COMMENTS
Parents, faculty, and staff participated in the development of the plan.				<ul style="list-style-type: none"> KRS 158.649 SISI 2.1d & 5.1a 	
The plan includes biennial targets for eliminating any substantive achievement gaps.				<ul style="list-style-type: none"> KRS 158.649 SISI 5.1d & 9.5a 	
Parents, faculty, and staff were involved in setting biennial targets for eliminating any substantive achievement gaps.				<ul style="list-style-type: none"> KRS 158.649 SISI 2.1d, 5.1a, & 9.3b 	
The plan includes a timeline for eliminating gaps among various groups of students.				<ul style="list-style-type: none"> KRS 158.649 	

<p>The plan includes strategies to reduce achievement gaps that include:</p> <ul style="list-style-type: none"> • Curriculum alignment • Evaluation and assessment strategies • Professional development for adults • Parental communication and involvement • Attendance improvement and drop-out prevention strategies • Technical assistance that schools will access 				<ul style="list-style-type: none"> • KRS 158.649 • SISI 1.1c, 1.1g, 2.1a, 3.1c, 5.1d, 9.3b & 9.5a 	
<p>High quality professional development activities are included that will be used to close achievement gaps and meet annual yearly progress.</p> <ul style="list-style-type: none"> • All activities are referenced to student learning. • Schools use data to make decisions about the content and type of activities that constitute professional development. • Professional development activities are based on research-validated practices. • Subject matter mastery for all teachers is a top priority. • There is a long-term plan that provides focused and ongoing professional development with time well allocated. • Professional development activities match the content that is being instructed. 				<ul style="list-style-type: none"> • KRS 158.649 • NCLB Title I Part A, 20 USC 1114(4)(D) 	

<ul style="list-style-type: none"> • All professional development activities are fully evaluated. • Professional development is aligned with state standards, assessment, and the local school curriculum. 					
If the school receives Title I funds, the plan includes strategies and activities to increase parent involvement.				<ul style="list-style-type: none"> • NCLB Title I Part A: 20 USC 6314(b)(1)(F) 	
If the school serves migratory children, their academic performance and needs were analyzed [included in the needs assessment of the executive summary].				<ul style="list-style-type: none"> • NCLB Title I Part A, 20 USC 6314(b)(1)(A) 	
At high schools with Title I school wide programs, students participated in the development of the plan [included in the executive summary].				<ul style="list-style-type: none"> • NCLB Title I Part A: 20 USC 6314(b)(2)(B) (ii) • SISI 2.1d 	

SUMMARY

School: _____

Strengths of the Plan:

Suggestions for Strengthening the Plan: